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ABSTRACT

This research study, still in the data collection stage, analyzes teacher recruitment among nine Winnipeg area school divisions by describing practices and decision-making criteria. The report focuses on three elements in the decision-making process as defined by Lipham--decision stages, decision involvement, and decision content. Data were collected through interviews with each division's superintendent or administrator involved in recruitment, and from division documents. Tables and figures present data findings. Concerning decision stages, two structures are important in all jurisdictions. The centralized file of general applications is used to varying degrees. The internal bulletin is a more restrictive mechanism for alerting people to vacancies and occasionally supplements the central file. School divisions attach importance to interests of employed teachers and prefer those with proven experience. Regarding decision involvement, two questions emerge: Who is involved in selection? and, At what stages do actors become involved? Decision content focuses on criteria for identifying the "ideal" candidate, which include academic excellence, interpersonal skills, and experience. The study briefly discusses the role of schools of education and the need for prospective teachers to be visible and flexible. Additional areas to be researched include exploration of the "ideal" candidate and career profiles of young graduates and teachers. (CJH)

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Teacher Screening and Selection Processes: A Survey of Nine Winnipeg School Divisions

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A Paper Prepared for The Canadian Association for the Study of Educational Administration, (CASEA) Conference, Winnipeg, June 1st, 1986.

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INTRODUCTION

Within the contemporary context of Canadian education in which there is a considerable oversupply of qualified teachers and only limited recruitment by school divisions and school boards, hiring practices come to warrent close attention. With very few exceptions, school administrators are no longer faced with the problem of finding enough qualified teachers to staff their schools. Instead, they now have to select from large numbers of highly qualified candidates in order to recruit a handful of new teachers -- individuals who are then expected to contribute to the revitalization of an aging profession. This situation is then further complicated in certain divisions by the requirements of affirmative action policies and collective agreements that make provision for priority to be given to teachers previously made redundant by the school division or by a neighbouring jurisdiction.

Previous studies and the related literature -- both within education (Bolton, 1973; Bredeson, 1982, 1985) and in related disciplines (Arvey and Campion, 1982) -- show personnel screening and selection to be a highly complex decision-making process in which administrators are required to assess and evaluate a variety of information that may be "accurate, inaccurate, incomplete, irrelevent, or simply false" (Bredeson, 1985, p.8). This paper reports on an on-going study of the hiring practices of nine Winnipeg-area school divisions, and provides an account of the different practices in operation and the criteria used to make decisions about the "best" candidate for any position. In doing this the paper focuses on three elements of the decision-making process defined by Lipham (1976) as; decision stages, decision involvement, and decision content.

The data for the paper comes from information collected by means of a semi-structured interview conducted with each school division's superintendent or central office administrator most closely involved in the recruitment process, and from school division documents. (In the next stage of the study it is intended that a survey will be carried out of principals' involvement in, and perspectives on, the recruitment process.) The paper sets out to highlight the wide range of different processes, criteria and rationalizations that characterize the practice of teacher recruitment within Winnipeg-area school divisions, and to discuss some of their implications for Faculties of Education and the students who graduate from them.

BACKGROUND

Public education in Manitoba is operated under the jurisdiction of 47 school divisions and 12 predominantly northern and rural school districts. The system has a total enrolment of some 198,948 students (1985) and employs some 12,224 teachers (1983-84). The nine school divisions within Greater Winnipeg that are the concern of this study have a combined student enrolment of 106,234 (1985) constituting 53 per cent of the total provincial student population.

Neither the City of Winnipeg nor the province of Manitoba have stood apart from the pattern of sustained enrolment decline that has characterized public education in Canada over the last decade and a half. Nationally, in the last 15 years, there has been a decline of some 19 per cent from a 1971 high of 5.65 million students to a projected low of 4.58 million for the current (1985-6) school year (Canadian Teachers' Federation, 1980). Provincially, a very similar

pattern exists with the decline over the corresponding period being some 19.6 per cent from a high in 1971 of 247,504 students. Within the City of Winnipeg an overall decline in student enrolments of 14.4 per cent between 1971 and 1985 masks very large differences between declining inner city divisions and expanding suburban divisions. These differences are highlighted in Table 1 which illustrates divisional changes over this period ranging from an increase of 39.4 per cent (Assiniboine South) to a decline of 50.8 per cent (Norwood). While such data suggests that there are important exceptions to the overall pattern of decline, the predominant picture remains one of an aging teaching force, restricted employment prospects for Faculty of Education graduates, and a small amount of teacher redundancy.

Teacher Recruitment for 1985-6

A total of 387 teachers were offered new contracts within the Greater Winnipeg school divisions covered in this survey prior to the beginning of the 1985-6 school year. This number represents approximately 7 per cent of the total number of teachers within these divisions and 65 per cent of the total number of new contracts signed across Manitoba for the 1985-6 school year.

As the student enrolment figures shown in Table 1 might suggest, different divisions within the city had markedly different hiring needs in 1985-6, with expanding suburban jurisdictions such as St. Vital and Seven Oaks accounting for 11 per cent and 7.5 per cent respectively of the total hiring done in the province while several of the more established central divisions such as Norwood, St. James-Assiniboia, and River East had to be more concerned with protecting existing staff than recruiting new teachers.

Table 1

Student Enrolments by School Division, 1971, 1984, and 1985

School Division	1971	1984	1985	Change 1971-85 No.	Change 1971-85 %	Change 1984-85 No.	Change 1984-85 %
Winnipeg #1	45,607	35,438	35,558	-10,049	-22.0	+120	+0.3
St. James-Ass #2	20,869	12,734	12,313	- 8,356	-40.0	-421	-3.3
Assiniboine #3	4,419	6,009	6,162	+ 1,743	+39.4	+153	+2.5
Fort Garry #5	9,275	6,500	6,636	- 2,639	-28.4	+136	+2.1
St. Vital #6	6,355	8,220	8,293	+ 1,938	+30.5	+ 73	+0.9
Norwood #8	2,975	1,497	1,463	- 1,512	-50.8	- 34	-2.3
River East #9	13,389	13,346	13,250	- 139	- 1.0	- 94	-0.8
Seven Oaks #10	6,823	8,136	8,229	+ 1,406	+20.6	+ 93	+1.1
Transcona-S #12	8,662	8,009	8,042	- 620	- 7.2	+ 33	+0.4
Total*	116,694	99,889	99,946	-16,748	-14.4	+ 57	+0.1

Source: Declining Enrolments in Manitoba's Public Schools, P. Husby and J. Riffel, 1979, and "Enrolment and Transported Pupils Report" Department of Education, 1985, 1986.

* This total for Greater Winnipeg does not include enrolments for St. Boniface School Division #4.

Tables 2 and 3 provide some more detail concerning new contracts signed in the Greater Winnipeg school divisions for the 1985-6 school year. Table 2 indicates, for the school divisions for which data was available, that some 84 per cent of all contracts signed were permanent (Type 2) contracts, and that while the majority of positions filled were full-time a significant number (approximately one-third) of teachers were hire on a part-time basis.

Table 3 provides a partial profile of the level and subject areas in which teachers were hired (shown as full-time equivalents). The Table indicates slightly more hiring taking place at the elementary level (55 per cent of the total number of positions), and the priority given to the recruiting of French Language Teachers at both the elementary and the secondary levels, with the total number of French teachers hired making up almost one-third of all teachers hired.

As the data in Table 3 clearly indicates, the status of French Language teachers in Winnipeg stands in marked contrast to almost all other areas of specialization. The expansion of French Immersion programs across the city in the elementary grades and the development of the subject with the Junior and Senior High grades has created a situation of considerable shortage. As a consequence school divisions are forced to actively recruit provincially and nationally through the local and national press, and qualified French language teachers are often in the enviable position of being able to chose from two or more job offers. As the rest of this paper will illustrate, such a situation is not duplicated in other subject areas.

Table 2

Teachers Hired for 1985-6 by Status (Regular/Term), Position (Full-Time/Part-Time), and School Division

School Division	Permanent (Type 2)			Term (Type 2a)			Total		
	Full-T	Part-T	Total	Full-T	Part-T	Total	Full-T	Part-T	Total
Winnipeg #1	94	26	120	-	-	-	94	26	120
St. James #2	20	-	20		14	14	20	14	34
Assiniboine #3	8	5	13	-	-	-	8	5	13
St. Vital #6	31	25	56	10	1	11	41	26	67
Norwood #8	1	-	1	3	4	7	4	4	8
River East #9	16	3	19	3	5	8	19	8	27
Transcona #12	13	1	14	8	9	17	21	10	31
SUB-TOTAL*	183	60	243	24	33	57	207	93	300
Fort Garry #5									40
Seven Oaks #10									45
TOTAL									385

* Data on type of contract was not received from Fort Garry and Seven Oaks at the time of writing this paper and so is not included in this sub-total.

Table 3

Teachers Hired by Subject Area and Level
(1985-86)

Subject Area	Elementary	Junior/Senior	Total
French Generalist	55	-	55
French Specialist	-	33	33
English Generalist (Classroom Teacher)	51	-	51
Physical Education	13	11	24
Special Education	15	5	20
English/Language Arts	1	11	12
Resource	8	2	10
Industrial Arts	-	10	10
Band	2	8	10
Music	7	2	9
Home Economics	2	7	9
Science	-	9	9
Maths/Science	-	8	8
Alternative Program	-	6	6
Languages other than English/French	5	-	5
Library	4	-	4
Computer Science	-	4	4
Business	-	3	3
Vocational (Autobody and Plastics)	-	3	3
Counselling	-	3	3
Art	-	2	2
Biology	-	2	2
Geography	-	2	2
ESL	1	1	2
History	-	1	1
Mathematics only	-	1	1
Total*	164	134	298**

* Totals do not include information for Seven Oaks school division or Junior/Senior High data for Transcona-Springfield.

** Figures are recorded in full-time equivalents.

1. DECISION STAGES

Bolton (1973) suggests that recruitment practices can usefully be discussed in terms of a five stage process model consisting of the following components:

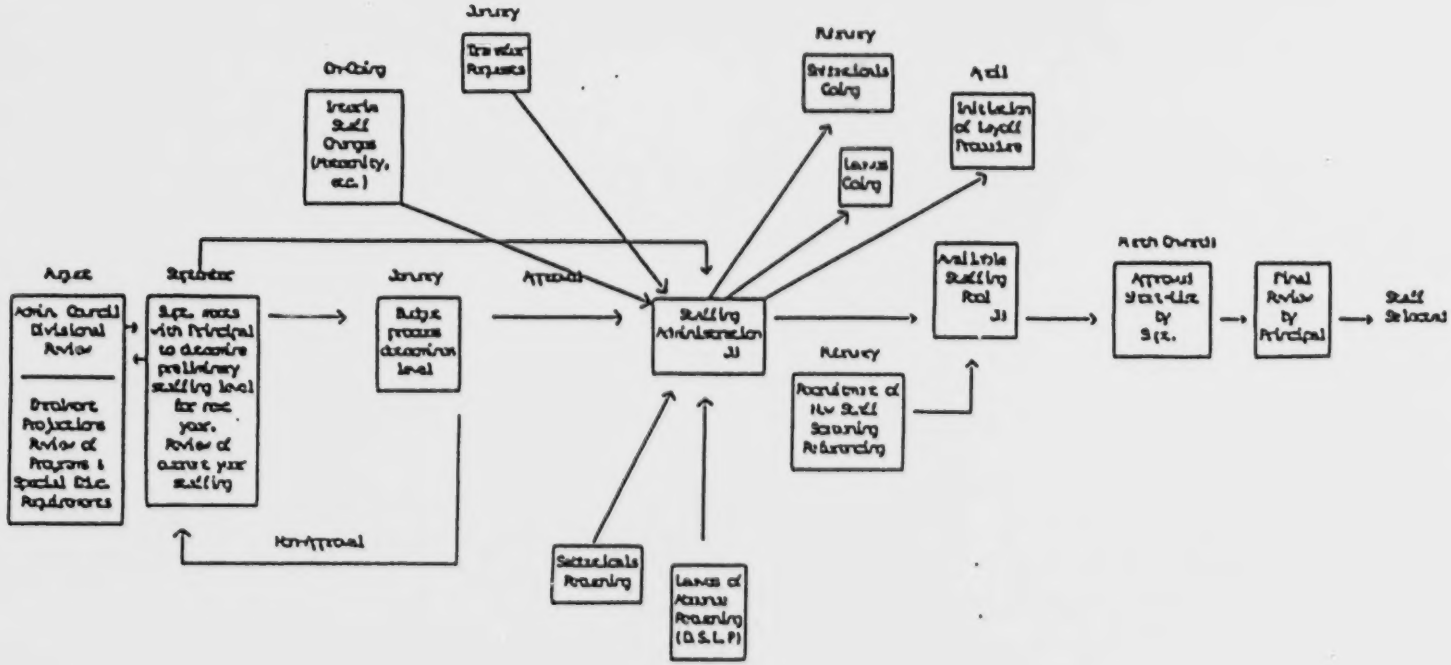
1. A Needs Assessment,
2. The Solicitation of Applications,
3. An Initial Screening Process,
4. An Interview of Short-listed Applicants, and,
5. A Final Selection.

While it is necessary to recognize that this model is by no means universal and that whole stages may on occassion be by-passed, we believe that it offers a useful organizational framework for discussing hiring practices among Greater Winnipeg school divisions. In Figure 1 we have included a schematic representation of the hiring process as it has been conceptualized within the Fort Garry school division and identified the five stages.

In writing this paper we have chosen to focus our attention on the last four of these stages, and not to discuss in any depth the processes by which the different school divisions arrived at an assessment of their staffing needs for the upcoming year. This process is clearly critical in terms of defining the size of the teaching force and the number of teachers to be recruited(/declared redundant). However, there is we believe a distinction between issues of <u>how many</u> teachers are to be hired and <u>how</u> they are to be hired, and we have elected to concern ourselves only with the latter.

A stage in the hiring process that straddles the Needs Assessment and Recruitment stages is that of the Placement of Internal Transfers. Within a context of declining enrolments, restricted hiring, and a growing number of part-time and term contracts, this process has come to take on an

Figure 1: A Schematic Summary of Staffing Procedures in the Fort Garry School Division



---------- Needs Assessment ---------- ---------- Staff Recruitment ----------

increased importance in the whole staffing process. For the most part we have chosen to place this set of activities with the Needs Assessment stage and to regard it as a part of the pre-recruitment process. However, to the extent that Internal Transfers have come to constitute an important mechanism for career mobility within certain divisions -- providing an opportunity to move from a term position to a permanent position, from a part-time position to a full-time position, or from an initial placement to a placement of one's choice -- they will be considered as a part of the recruitment process.

The Soliciting of Applications

As with every aspect of this study, it is necessary to acknowledge at the outset that there are important exceptions that exist to the sorts of generalizations that can legitimately be made about the hiring practices within the Greater Winnipeg school divisions. These exceptions relate primarily to the areas of French Immersion, Special Education, and Heritage Languages, but also to a lesser degree to other specialist areas and unusual subject combinations. However, having recognized these exceptions it is possible to observe that the present environment of an oversupply of teachers most school divisions devote very little energy to the active solicitation of applications from outside their division, but rather focus their attention on selecting from unsolicited general applications collected centrally by the divisional office, from applications generated from an internal advertisement of openings, and from candidates already known to the superintendent (or central office person responsible for staffing) or the local school principal. Seven Oaks school division provides something of an exception to this situation

in that all permanent positions are advertised in the Winnipeg Free Press along with short-term specialist positions, in order to satisfy the Superintendent that the position has been "thrown open, and that we have not missed anyone out there". For the other divisions, the situation is succinctly summarized by the observation of one superintendent that, "when jobs are scarce then the initiative of the candidate out there comes to the fore".

In choosing between an essentially active or passive recruitment policy -- soliciting applications by advertising vacancies among as wide a population as possible or relying on an extensive supply of unsolicited applications or candidates already known to the superintendent or principal -- school administrators are confronted with the option of encouraging as many applications as possible and then facing the time-consuming, expensive, and difficult task of identifying the best candidate from among them, or of devising strategies to limit the number of applicants in order to simplify the selection process. The fact that most school divisions tend to lean towards a restricted approach would seem to reflect not only a pragmatic concern with manageability and perhaps a "satisfying" rather than "optimizing" (Simon,1957) orientation to decision-making, but also a lack of any clear sense that a wider search would necessarily permit the division to identify significantly better teachers. This latter issue is one that is returned to later in the paper in discussing the priority that is given to previously successful experience within the division -- the "no risk" approach to hiring. With considerable importance attached to this criteria the utility of province-wide or national advertisement of positions is obviously called into question.

Within the existing hiring practices used by Greater Winnipeg school divisions two administrative structures stand out as being of central importance in virtually all jurisdictions: 1. The Centralized File of Unsolicited Applications, and, 2. the use of Internal Bulletins as a mechanism for alerting people associated with the school division to existing vacancies.

1. The Central File

The existence of a centralized file of general applications represents a feature of all the school divisions surveyed. However, the size of the file, its currency, the way in which applications were reviewed on receipt, filed (manually or on computer, by name, teachable subjects, level, gender etc.), and the way in which they were accessed in order to generate a short-list for any vacancy varied considerably from division to division.

A number of school divisions have already computerized their central file and several others have plans to do so within the near future. Such a system provides a mechanism for the identification of potential candidates according to a number of specified criteria beyond major subject area specialization. It permits, in the words of one Assistant Superintendent a principal to call in and request any applications from "male, elementary music specialists who can also teach P.E."

In terms of the use made of the central file divisions range from mandatory to optional. For some divisions, for which Fort Garry serves as a good example, all teachers are hired from the central file. Candidates may be recommended from a wide variety of sources, but all must submit applications to the central office where a short-list is prepared by the Superintendent and Assistant Superintendent. For other divisions

use of the file is discretionary, and principals may turn to it only if they are dissatisfied with the range and quality of applications obtained from other strategies such as personal contact, informal networking, or the division's Internal Bulletin.

The amount of attention given to general applications varied from division to division. While all superintendents/ personnel officers indicated that they would personally review all of the large number of unsolicited applications that came to the division, some also went on to describe quite elaborate procedures for "flagging" applications that appeared to come from "super-star material" or from candidates with particular specialized qualifications. Sometimes this "flagging" was simply added to an applicant's file for future reference but on other occassions such applications would be channelled directly to principals who were anticipating vacancies on their staff.

2. The Internal Bulletin

A generally more restrictive mechanism used in one form or another by most school divisions to alert people within the division to upcoming vacancies is the Internal Bulletin. These advertisements for vacancies within a division may be used exclusively to invite internal transfers from permanent teaching staff or may variously be opened to teachers on term contracts, substitute teachers, student teachers in the division, or anyone with access to them. In some situations they served only as a mechanism to supplement the Central File, in others they appeared to largely replace it.

Discussion around the use of the Internal Bulletin

serves to draw attention to two important and closely related dimensions of the staffing process within Greater Winnipeg school divisions: 1. the importance attached to addressing the interests of teachers already associated with the division both in terms of permanent staff looking for a change of position and in terms of short-term and substitute teachers looking for more permanent positions, and 2. the priority given to proven teaching experience within the school division in the selection of people for existing vacancies.

DECISION INVOLVEMENT

In looking at the ways in which a decision is made as to who constitutes "the best applicant" and who makes such a decision the study has focused on two questions:

1. Who is involved in the selection process, and
2. At what stages different actors become involved.

Once again it is necessary to note that practices vary both between school divisions and within them - French Immersion and Special Education specialist again constituting a highly sought after resource in most divisions and usually warrenting unique recruitment practices. Nevertheless, in Table 4 an attempt is made to provide a generalized summary of different divisional practices.

In identifying the different people involved in the hiring process primary attention has been focused on the role of the Central Office Representative - either the Superintendent, the Assistant Superintendent responsible for staffing, or the Personnel Officer - and the local school Principal. In Table 4 those people regularly required to be involved in the different stages are indicated by way of a solid bar while those whose involvement is occassional or optional are indicated by way of a broken line. Four stages are identified:

1. Preparing a Short-list,
2. Interviewing the Short-listed Candidates,
3. Identifying one or more Prefered Candidates,
4. Making a Final Selection.

Between the divisions some variation exists in the separation of these stages, but these differences will be raised later. In identifying the personnel involved at each stage participation is restricted to active involvement in the decision-making acts required of each stage. This means that Central Office Personnel forwarding applications to a local principal for

TABLE 4.

PERSONNEL INVOLVED IN TEACHER RECRUITMENT BY SCHOOL DIVISION

SCHOOL DIVISION	STAFFING PERSONNEL	INITIAL SCREENING/ PREPARING A SHORT-LIST	INTERVIEWING CANDIDATES	IDENTIFYING A PREFERED CANDIDATE	FINAL CHOICE
SEVEN OAKS SCHOOL DIVISION #10	Central Office Representative:	———	———	———	———
	Subject/Level Consultant:	———	———	———	———
	Principal:	———	———	———	———
	Department Head/Teachers:	———	———	———	———
FORT GARRY SCHOOL DIVISION #5	Central Office Representative:	———	———	———	———
	Subject/Level Consultant	- - - - - - - - - - - - - -	———	———	———
	Principal:	———	———	———	———
	Department Head/Teacher	———	- - - - - - - - - -	- - - - - - - - - - -	———
ST. JAMES-ASSINIBOIA SCHOOL DIVISION #2	Central Office Representative:	———	———	———	———
	Subject/Level Consultant:	———	———	———	———
	Principal:	———	———	———	———
	Department Head/Teacher:	———	———	———	———
TRANSCONA-SPRINGFIELD SCHOOL DIVISION #12	Central Office Representative:	———	———	———	———
	Subject/Level Consultant:	———	- - - - - - - - - -	- - - - - - - - - - - -	———
	Principal:	———	———	———	———
	Department Head/Teachers:	———	- - - - - - - - - -	- - - - - - - - - - - -	———
ASSINIBOINE SOUTH SCHOOL DIVISION #3	Central Office Representative:	———	———	———	———
	Subject/Level Consultant:	———	———	———	———
	Principal:	———	———	———	———
	Department Head/Teacher:	———	- - - - - - - - - -	———	———
RIVER EAST SCHOOL DIVISION #9	Central Office Representative:	- - - - - - - - - - - - - -	———	———	———
	Subject/Level Consultant:	———	———	———	———
	Principal:	———	———	———	———
	Department Head/Teachers:	- - - - - - - - - - - - - - - - - -	- - - - - - - - - -	- - - - - - - - - - - -	———
ST. VITAL SCHOOL DIVISION #6	Central Office Representative:	———	———	———	- - - - - -
	Subject/Level Consultant:	———	———	———	———
	Principal:	———	———	———	———
	Department Head/Teachers:	- - - - - - - - - - - - - - - - - -	- - - - - - - - - -	- - - - - - - - - - - -	———
WINNIPEG SCHOOL DIVISION #1	Central Office Representative:	- - - - - - - - - - - - - - - -	———	———	———
	Subject/Level Consultant	- - - - - - - - - - - - - - - -	———	———	———
	Principal:	———	———	———	———
	Department Head/Teacher	———	- - - - - - - - - -	- - - - - - - - - - - -	———
NORWOOD SCHOOL DIVISION #8	Central Office Representative:	———	- - - - - - - - - -	———	———
	Subject/Level Consultant:	———	———	———	———
	Principal:	———	———	———	———
	Department Head/Teacher:	- - - - - - - - - - - - - - - - - -	- - - - - - - - - -	- - - - - - - - - - - -	———

consideration was not seen as participation in the preparation of a short-list unless the principal was in some way required to select from those applications. Similarly, Central Office Personnel were not considered to be involved in the final choice even if legally only they were allowed to offer a candidate a contract if they, in describing their involvement, said that they would not (or only in exceptional circumstances) reject a choice made by other people -- primarily the local principal.

Each school division indicated some unique processes, yet in Table 4 we have suggested that it is possible to recognize clear differences in the degree of centralization of decision-making that exists between divisions and that on this basis it is possible to distinguish three broad models of recruitment practice:

1. A Centralized Selection Procedure, used by Seven Oaks School Division #7, Fort Garry School Division #5, and St. James-Assiniboia School Division #2,
2. A Decentralized Selection Procedure, used by River East School Division #9, St. Vital School Division #6, Winnipeg School Division #1, and Norwood School Division #8, and
3. A Participatory Selction Process, used by Assiniboine-South School Division #3, and Transcona-Springfield School Division #12.

1. A Centralized Selection Process

Centralized recruitment procedures imply that a high degree of control over who is appointed is retained by

the central office. Two distinct variations of this process exist: the Fort Garry model in which a short-list is prepared by the central office and then the local principal is allowed free reign in selecting from the short-list; and the Seven Oaks and St. James-Assiniboia model which allows the principal to develop her/his own short-list and to narrow the choice down to two or three candidates but with the central office retaining the final choice between these final candidates.

Illustration: Fort Garry Recruitment Practice

Applications for specialist positions with the Fort Garry school division -- primarily French Immersion and Special Education -- are solicited by way of The Winnipeg Free Press and La Liberte. For all other positions sufficient applications are generated by way of unsolicited general applications received from across Canada. Applications are filed manually at the central office (in "The Bin") alphabetically, and they are used by the Deputy Superintendent to compile a short-list of some 5 to 6 candidates for each position. These candidates will be interviewed by both the Deputy Superintendent and the Superintendent and if they satisfy both people they will constitute the short-list sent to the school principal. This list consists only of teachers any one of which the central administration would find acceptable, and at this stage the principal is free to choose any one of the candidates without further input from the central office. It is in this final stage that the principal is allowed to build into the selection process the unique requirements of the specific school context. It is a process designed to provide some centralized control over the quality of teachers recruited and to discourage too narrow a search process while at the same time permitting some school-based input.

2. A Decentralized/School-Based Selection Process

Towards the other end of the spectrum, decentralized school-based recruitment practices allow for considerable autonomy to be delegated to the school principal. Within this group of school divisions there is a continuum of practices that allows for a variety of different input from central office personnel -- both the Superintendent/Assistant Superintendent and Subject Area Consultant -- and which reflect a considerable degree of variation in the degree of structure existing in the whole process. However, in each of the divisions the selection process is characterized by an essentially school-based decision-making model with the prime locus of power residing with the school principal.

Illustration: St. Vital School Division

Within the St. Vital school division local school principals have a considerable degree of autonomy in the recruitment process although they do in the final analysis have to justify their selection to the Assistant Superintendent, and may occassionally be told to take another look at the available candidates. The local principal may simply by-pass the short-listing process if he/she has already identified an ideal candidate from, for example, student teaching experience. Otherwise they can make specific requests from the computerized, central file of some one thousand plus applications. In the words of the Assistant Superintendent the principal can request "a primary teacher -- and I'd like that person to have a drama-music background, a little bit of experience, and, if at all possible, I'd like a male". Such a profile can be entered into the computer and a number of matching applications identified. From this list the principal will construct a short-list, interview the candidates and refer one or more prefered candidates to the Assistant Superintendent.

Justifying this procedure the Assistant Superintendent drew attention to the important balance between identifying both "the best candidate" and "the best candidate for a particular situation": "my judgement is that the principal is in the best position to know the particular chemistry of his or her school, and so this way really we're selecting the candidate who hopefully is the best candidate and will fit best in the particular school setting.

3. A Participatory Selection Process

A third pattern of recruitment parctices that lies between the centralized and decentralized processes described above is the participatory, team approach adopted by both Transcona-Springfield school division and Assiniboine-South school division. In both situations priority is given to involving both Central Office Personnel and School Personnel in all stages of the recruitment process. This starts with a school-by-school needs assessment and continues through to a requirement of consensus between the principal and the central office representative as to the selection of the final candidate.

Illustration: Transcona-Springfield School Division

The hiring of staff within the Transcona-Springfield school division is defined precisely by Divisional policy (February 9, 1982). The following procedures are spelled out:

"1. Vacancies are advertised.

2. Teachers' application forms are sent out on request by the Superintendent's Department.

3. In-coming application forms are sorted out and filed under appropriate areas, levels and subjects at Central Office.

4. Principal seeking teacher(s) selects several potential candidates from No. 3 above and may make photostat copies. Original application form is to remain at Central Office.

5. Prinicpal sets up an interview team which must include the appropriate area consultant. Other members of this team to assist the principal may be "specialist area" consultant, vice-principal, department head, co-ordinator, or teacher-team member.

6. The principal should set aside a block of time and schedule interviews so as to allow a few minutes between each interview. The principal will have prepared an interview kit (pertinent information, interview (slips) for each member of the interview team. It is expected that several applicants (both men and women) be interviewed for any position in the Division.

7. At the end of each interview, each member of the team will record his impressions and recommendations on the interview forms and hand these to the principal. The principal compiles all information on the candidate, and the interview team attempts to reach team consensus on the first and second choice.

8. The principal checks personal and professional references for suitability of the top applicant(s), and verifies qualifications, certificate, etc. This information as well as documented results of document checking, must be attached to the original application form. All information, applications and recommendations are returned to the Superintendent's Department.

9. The principal will set up a meeting with either the Assistant Superintendent or the Administrative Assistant to interview the first and second choice candidates. This step is by-passed if the Assistant Superintendent or Administrative Assistant was involved in Steps 4, 5, and 6.

10. The Assistant Superintendent or the Administrative Assistant with the principal will make the recommendation to hire to the Superintendent. Information to the Superintendent must include number of applicants, number interviewed, members of interviewing team, and starting date.

11. Based on #9, the Executive Secretary to the Superintendent will set-up a meeting with the Superintendent and the recommended candidate.

12. Final commitment to hire is made by the Superintendent.

DECISION CONTENT - Central Office Criteria in Teacher Selection

The third dimension of the decision-making process that Simon (1957) distinguishes is that of "decision content". In this study of hiring practices and processes this element focuses attention on the criteria used to identify "the ideal" or "best available" candidate. Our consideration of this question is restricted here to some summary observations about the criteria articulated by central office personnel. We have not surveyed school principals on this matter (yet), and our comments are therefore essentially exploratory. Furthermore, any attempt to get people to talk in abstract terms about how they prioritize different teacher characteristics is fraught with practical and conceptual difficulties: all candidates have multiple identities that are perceived collectively, and always in relation to other available applicants. It is with these qualifications that the following paragraphs are written.

Academic Excellence

Academic excellence is used here to refer both to a student's grade point average (G.P.A.) and to "depth in the subject area" (usually as rated by the division's subject area consultant). While several divisions stated that GPA was not given a high priority in the hiring process, two central office administrators stated that they associated a student's grades with "an indication of potential" and an "ability to learn". One division made a point of recruiting graduates who "had been on the Dean's honor list or who had won a medal". Another stated that GPA was given more weight in the hiring of junior and senior high school teachers than elementary teachers -- an approach consistent with the research of Crocker (1974) who found GPA to be a stronger predictor of

teaching success among secondary school teachers than with elementary teachers.

Co-curricular Activities and Interpersonal Skills

Co-curricular activities were given a strong rating by all central office administrators that were interviewed. These abilities were sometimes refered to as "resourcefulness" (being able to teach one's own music or arrange an outdoor education activity). As many divisions are venturing away from hiring itinerant music, P.E. and even French specialists, classroom teachers are more and more expected to embody some of these abilities. What the role is of faculties of education is in developing these abilities within students is unclear.

Interpersonal skills are likewise seen as important aspects of teacher quality. Desirable candidates are seen as "having broad interests", being "involved in the community", having a "sparkle" or "pizazz necessary to motivate students", as being "a giver", as being "excited about the profession", having "energy" and a "tolerance of other value systems".

Experience

Experience was invariably mentioned as an important criteria by all divisions. However, this was usually expressed in terms of some form of previous teaching contact with the school division which could include student teaching assignments, as well as substitute experience, short term contracts or previous permanent experience -- an approach aptly described as "no risk hiring". Fortunately for the recent graduate a lack of experience was often offset by a desire to inject

"new blood" and "new ideas" into the school system, and many administrators talked of the desirability of creating a balance on all staffs of experience and new ideas and energy.

DISCUSSION

This paper is prepared at a stage in the research process that is still concerned primarily with data collection and as a result it is essentially descriptive, occassionally incomplete, and generally undertheorized. However, we feel that the data presented does serve to raise a number of important issues for Faculties of Education and the student who graduate from them as well as School Division Personnel involved in the hiring process. In this concluding section we will do little more than identify some of these issues.

1. The Role of the Faculty of Education

Clearly, the study returns to the ongoing discussion over the appropriate role for faculties of education, their place within the university and their relationship with the profession. Equally clearly, in times of teacher abundance, faculties of education are less able to exert an influence over the characteristics of the profession -- not only are less of their graduates getting jobs, but school administrators are able to be more selective in who they hire in terms of the courses they have taken and the specializations they can offer. Faculties of education can initiate all sorts of programs that they feel are appropriate to the profession, but it is school administrators that legitimate them or dismiss them in terms of the teachers that they select.

How much Faculties of Education can, or should, try to resist, or accommodate, the demands made on them by the field is a contentious issue. Within the school divisions examined in this study there are examples of close and effective relationships (for example, with Winnipeg #1 and the Winnipeg Centre, and with the Internship Program operated by Transcona-Springfield #12), and we would suggest that in the current educational climate the onus is on faculties of education to look to strengthen these ties.

2. Student Placement

For faculty involved in student teaching placements the study raises a number of concerns. The priority given to successful teaching experience -- and to being"spotted" -- serves to highlight the advantage that is afforded being placed in a division (and ideally a school) that is in a hiring position, and therefore the need to consider quite carefully the process by which students are placed.

The importance of co-curricular activities similarly raises questions as to whether or not this should be a concern of faculties, or merely an issue of individual character and initiative. What we feel it is legitimate to argue is that faculties of education must look to provide a strong support system for student teachers who are expected not only to demonstrate excellence within the classroom but also to become actively involved in a variety of extra- and co-curricular activities. One might add to this that not only does the student teacher have to do this, but s/he has to be seen to be doing so, not only by the supervising teacher, but preferably by the Department Head and Principal as well. One clear impression that we are left with from our work is that to get a job today (again excluding French teachers) one does not only have to be good one has to be seen to be

good -- and the latter may not by any means flow automatically from the former.

3. The Student

Much of what the paper has to say to individual students is self-explanatory. The importance of giving careful consideration to the subject and levels where there is most likelihood of hiring occurring; the importance of combining depth in a particular area with flexibility of teaching areas; the need to actively develop one's co-curricular and community activities at every opportunity; (also an occassion to start establishing a network of contacts within the profession and to begin to develop a profile with particular divisions); the importance of student teaching and of trying to get to know and be known by more people than the supervising teacher; the selection of schools to request a teaching assignment in; the importance of having a complete, well-presented application on file with every division one would consider teaching with; the importance of substitute teaching as a way of becoming known as a good teacher; the need to search out vacancies rather than waiting for them to appear in the media; the importance as being as informed as possible prior to an interview about the specifics of the school and the division; all of these factors would seem to suggest themselves from the data presented in this paper.

The situation facing graduate teachers at present was succinctly summarized by the observation of Fort Garry's Superintendent that "when jobs are in short supply the initiative of the candidate out there comes to the fore". Even for the most talent graduate the reality of a career in teaching is less likely to be a permanent position on

graduation, but more often a prolonged career path of substitute teaching, short term contracts, a first permanent contract, and only then a permanent contract with the school of one's choice.

3. Further Research

This study is, itself, still in the process of being completed. Accounts generated for this paper will be returned to each school division and will provide the basis for another round of information gathering, both from central office personnel and school principals. In addition the study has suggested a number of areas that warrent further consideration. Included in this list would be an examination of hiring practices outside of Greater Winnipeg where the picture of teacher over-supply is often not repeated. Similarly, more focused and "naturalistic" study of the interview process and the definition of "the best candidate"/"the excellent teacher" that is generated in those meetings might afford important administrative and sociological insights into the development of the teaching profession. A third area that we are interested in pursuing is to examine the career profiles of young graduates/teachers. We think it would be interesting and useful to explore the career paths of teachers in the last decade, to examine the degree to which this path has become increasingly long and perilous, and the ways in which teachers perceive and react to the current work situation. More immediately, we are concerned -- and this is less of a research issue -- with responding to the point already raised at this conference, that the sort of information collected in this study be made accessible in some form to students beginning a program in a faculty of education in Manitoba.

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